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学習共同体の生成と個の学び: 移動 と固有名性に焦点をあてて

AUTHOR(S):

松下, 佳代

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「学習共同体の生成と個の学び—移動と固有名性に焦点をあてて—」

研究成果報告書 (1)

Community, Transition and Self-Construction

2009 年 3 月

研究代表者 松下 佳代
(京都大学高等教育研究開発推進センター 教授)

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はじめに

1. 本研究について

本報告書は、平成 18 年度～平成 20 年度科学研究費補助金（基盤研究(B) 課題番号 18330166）「学習共同体の生成と個の学び―移動と固有名性に焦点をあてて―」の研究成果の一部である。

本研究の目的は、学習共同体と個の学びの関係を、「移動(transition)」と「固有名性(singularity)」に焦点をあてて明らかにすることにあつた。

本研究でいう「学習共同体」とは、「学びの共同体(コミュニティ)」「ディスコース・コミュニティ」など系をなす諸概念の総称であり、「人びとが共同体の中核的な実践として、学習の共同的な営みに意識的に参加するようなタイプの実践共同体」のことである。

学習共同体論は、とりわけ 1990 年代以降、学習論・発達研究、授業論、カリキュラム論、学校論などに大きな影響を与えてきた。また、学校改革、学級・授業づくりなどの実践においても、学習共同体を理念に掲げたさまざまな試みがなされている。しかし、学校という学習共同体についての研究は、どちらかといえば実践先行であり、必ずしも理論的に十分深められてきたとはいえない。特に、「移動」と「固有名性」は、学校という学習共同体にとって不可欠の概念であるにもかかわらず、そのことは十分認識されてこなかった。

そこで、本研究では、複数の事例研究にもとづいて、学習共同体の理論形成を行うことをめざした。そこには、以下のような問題群が含まれていた。

- 〈1〉学習共同体の実践と個々の子どもの学びとの関係はどう捉えられるか。
- 〈2〉学習共同体はどのように生成されるのか。
- 〈3〉複数の実践共同体間での移動は、学習共同体の実践や学びの質にどのような影響を及ぼしているか。
- 〈4〉学習共同体における個の学びを、固有名的に捉えるにはどのような概念装置が必要か。

本研究のメンバーは、こうした問題について、個別にはそれぞれの分野ですでにかなりの研究を蓄積してきた。本研究では、メンバーがそれぞれのフィールドでの事例研究を進めるとともに、それらの事例研究のデータを持ち寄り、教育方法学、発達心理学、臨床教育学、大学教育学、理学療法学といった学問分野の枠をこえて、事例研究の検討と理論形成に協働で取り組んだ。

学習共同体の生成と個の学びの関係という問題は、古くて新しい問題である。本研究の独創性は、この問題に対して「移動」と「固有名性」に焦点をあててアプローチしている点にある。

①移動という視点

「移動(あるいは移行)」とは、共同体の境界を超え出ることであり、それには、「通時的移動」と「共時的(並行的)移動」がある。通時的移動とは、時間軸にそった移動であ

り、その代表的なものは＜学校から仕事への移行（school to work）＞である。一方、共時的移動とは、あるスパンのなかで繰り返される移動であり、例えば、「W スクール現象」（学校と塾・予備校などの間の移動）、「トライアングル型」の成長環境（家庭・地域と学校と消費文化世界の間の移動）などがある。現在、このような移動の困難さは、子ども・青年に「移行危機」と呼ばれる事態を引き起こしている。それは、例えば、学校不適応、学力危機、学卒無業者の増加などである。

こうした移行危機は、学校の役割と学校で学ぶ意味の問い直しを促している。本研究では「ハブ(個々の多様な移動の連結点)としての学校」という見方を導入することで、移動を視野に入れた学習共同体のあり方を検討した。

②固有名性という視点

移動によって個人が複数の共同体に参加することになれば、学びを成員性の獲得によってのみ説明することは難しくなる。この問題に対して、例えば Wenger(1998)は「多重成員性」という概念で解決を図ろうとしているが、それは個人史的な位相を捨象している点でなお不十分である。本研究では、複数の共同体を固有な軌跡を描きながら移動している個人の学び・発達を把握しうる概念として、「固有名性」という概念を導入する。これによって、学習共同体における個の学びを、単に成員性だけでなく、固有名性においても捉えられるようになる。

このような学習論は、特定の共同体（状況）に学習主体を埋没させず、かといって個体認知主義にも後戻りしないという点で、認知主義でも状況論でもない第三の学習論の構築につながると期待できる。

研究組織

研究代表者

松下 佳代 （京都大学・高等教育研究開発推進センター・教授）

研究分担者

高木 光太郎 （青山学院大学・社会情報学部・教授）

庄井 良信 （北海道教育大学・教育学研究科・教授）

杉原 真晃 （山形大学・高等教育研究企画センター・講師）

平山 朋子 （藍野大学・医療保健学部・講師）

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平成 19 年度	1,400	420	1,820
平成 20 年度	1,800	540	2,340
総 計	5,000	1,500	6,500

2. 本冊子について

私たちは、2008年9月8～13日にUCSD(University of California, San Diego)で開催されたThe 2nd International Society for Cultural and Activity Research Congress (ISCAR 2008)において、“Community, Transition and Self-Construction”というタイトルのシンポジウムをもった。

このシンポジウムで、私たちは3年間の共同研究の成果の一部を発表した。内容的には、上にあげた問題群のうち、特に<3>と<4>に関わるものであったとすることができる。松下・平山、庄井がそれぞれのフィールドでの事例研究を行い、それらを統括する理論的枠組を高木・杉原が提案するというかたちをとった。

指定討論者は、フィンランド・オウル大学のペンティ・ハッカライネン (Pentti Hakkarainen) 教授につとめていただいた。私たちは、平成18年度の本科研の活動として、オウル大学を訪問し、ハッカライネン教授のグループと研究交流を行った。指定討論者になっていただいたのにはそういう経緯がある。シンポジウムでは、指定討論に続いてディスカッションが行われ、developmental transfer 概念と transition との関係、病院という場の特殊性(権力関係)、dual responsibility (二重の応答性)が生じる条件、boundary zone における創造的・創発的プロセスのエンジンとしての gap という概念の意味や可能性などについて、興味深い議論がかわされた。

本冊子は、ISCAR 2008 のシンポジウムでの発表を収録したものであるが、論考については、シンポジウムでの議論をふまえて再構成を行った。

Introduction: Community, Transition and Self-Construction

Kayo MATSUSHITA

Kyoto University

Today people are required to belong to diverse communities and move between them both synchronically (e.g., real and virtual) and diachronically (e.g., school to work). Especially in the new modernity, the routes of transition have become indistinct, and generally are now organized by the individuals themselves. Beck (1992) called this phenomenon "institutionalized individualism."

What are learning and self-construction in such a society? And what should they be? Wenger (1998) pointed out that learning shapes learners' identities as life trajectories of multimembership through dynamic constellations of communities of practice. Wenger expanded the conceptualization of identity begun by Lave & Wenger (1991) by assuming multiple participation in diverse communities of practice and including an autobiographical viewpoint. He reduced identity, however, to a nexus of multiple roles. We should perhaps also take into consideration the singularity - in other words, irreducibility and irreplaceability - of each individual human being.

This symposium addresses the issue of learning and self-construction that takes place through transition between diverse communities, by focusing not only on the sociality of the person but on singularity, too. Here singularity means irreducibility and irreplaceability of each individual human being.

Matsushita and Hirayama deal with what students learn in the school-to-work transition, concretely student clinical practice of physical therapy. Shoy examines how the narrative facilitates self-construction and transition, drawing on episode data from a Japanese high school student. Takagi and Sugihara present a theoretical point of view to interpret the observations in these field works.

Hakkarainen provides a critical commentary on the papers, which opens to audience discussion.

References

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Between School and Work: Emergence of Dual Responsibility in the Student's Clinical Practice of Physical Therapy

Kayo MATSUSHITA
Kyoto University

Tomoko HIRAYAMA
Aino University

Problem and Purpose

This study examines the student's learning in the clinical practice of physical therapy.

The student's clinical practice is a boundary zone between school and work which is located on the school-to-work transition (Figure 1). The school-to-work transition has been studied, especially during the past 20 years, in fields such as sociology, psychology and educational research, and it has also become a serious issue for educational and labor policy in many countries.

Between School and Work, edited by Tuomi-Gröhn & Engeström (2003), is one of the most noteworthy publications written from the viewpoint of socio-cultural research and activity theory. In the book, Tuomi-Gröhn (2003) argues that transition in the field of nursing education is a boundary-crossing between the two activity systems of school and hospital. In so doing, she adopts the concept of *horizontal expertise* proposed by Engeström et al. (1995), as opposed to that of conventional *vertical expertise*. However, in our view, it seems that by focusing on collective activity as a unit of analysis, this framework has the effect of obscuring each individual's learning and transition. For the purposes of our own study, the concept of *consequential transition* proposed by Beach (2003) is considered more thought-provoking and helpful.

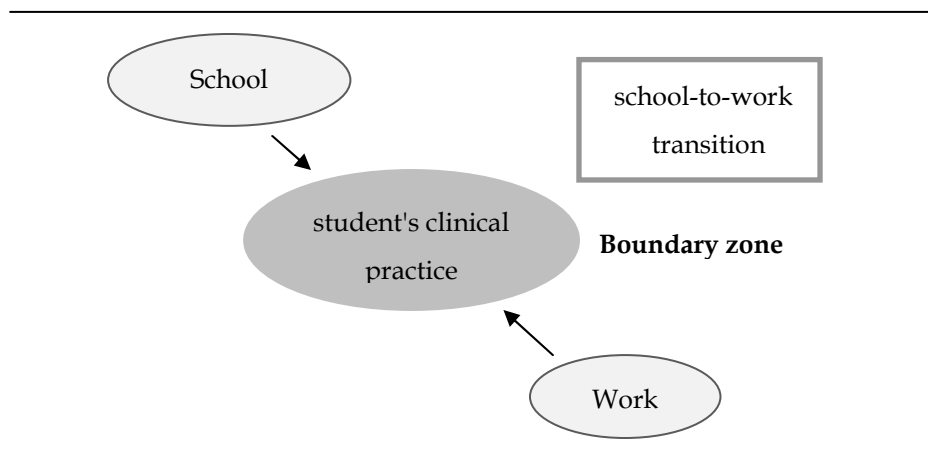


Figure 1. Student's clinical practice as a boundary zone

Beach explains transition as mutual transformation between an individual and social organizations or activities. And when the transition involves change in an individual's sense of self or social position, he calls it *consequential transition*. However, Beach describes it as one of the challenges for the future, understanding "how identity-making... is ontogenetically linked with the propagation of knowledge during consequential transitions."

Thus the purpose of this study is the following:

First, we examine the characteristics of student learning in clinical practice in terms of knowledge, skill and self-construction. By doing so, we grasp the significance of student's clinical practice as a boundary zone in school-to-work transition.

What should be noted here is that we are not reverting to the conventional concept of vertical expertise, though we focus on each student's expertise and self-construction. Instead, we will show how vertical expertise and horizontal expertise are connected through the new concept of dual responsibility.

Method

Student's Clinical Practice in Physical therapy

Student's clinical practice is an early step towards gaining expertise, but also a boundary zone between school and work.

We can find many studies of boundary-crossing (Engeström et al., 1995; Tuomi-Gröhn, 2003) and expertise (Lesgold, 1988; Benner, 1984, 2001; Dreyfus & Dreyfus, 1986) that investigate the practice of both doctors and nurses, but we

rarely find studies investigating the practice of physical therapists. Nevertheless, this latter practice of physical therapist is a field of great interest.

Medical research and specialization has changed from operating through a hierarchy, with doctors at the top, to operating through team collaboration (see Figure 2). The physical therapist is now thought of as a co-medical. But the work of the physical therapist has unique characteristics in that, unlike a doctor, he treats his patients mainly through actually touching their bodies; and, unlike the collective 'nurse unit' system, he will usually provide his treatment alone. In other words, within a medical team, being a physical therapist is a rather independent specialty characterized by its physicality.

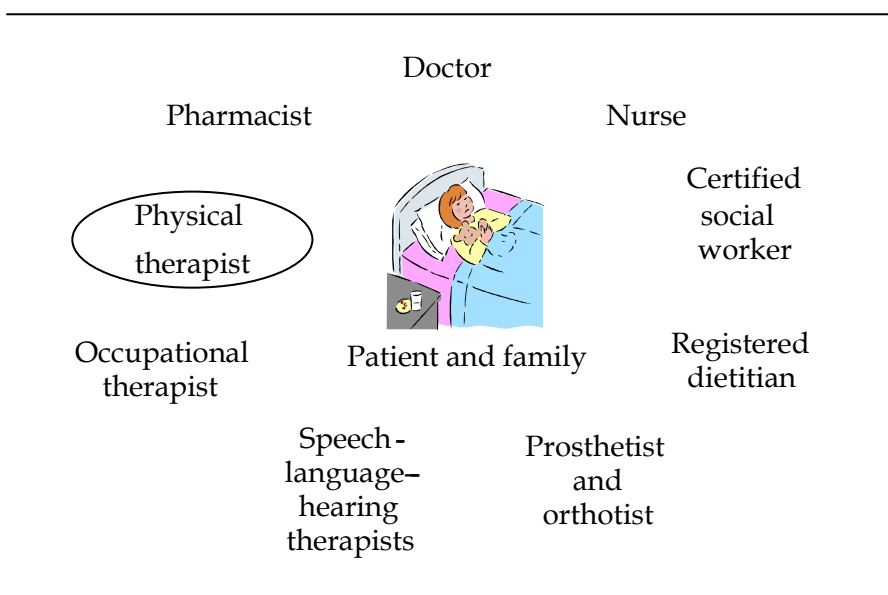


Figure 2. Team collaboration in medical care

In his rehabilitation treatment, the physical therapist is required to help each patient to recover ordinary human life (*re-habilis*) by responding to the uniqueness of the patient or of his injury in order to utilize the patient's residual ability to the full. In other words, rehabilitation treatment, which requires individual, holistic treatment of a patient, can be referred to as a model for *postmodern therapy* (Tada, 2006).

Furthermore, during the last decade in Japan, the needs for rehabilitation treatment have grown (due both to progress in medical science and to an aging society) and erstwhile technical colleges for physical therapy have now been promoted into universities (Table 1). Once again, both the education and the professionalism of the physical therapist are being called into question.

As mentioned already, in the field of physical therapy education, the social organizations are being transformed in both school and workplace. In such a socio-historical situation, how do the students learn and become physical therapists during their school-to-work transition?

Table 1. Change in social organizations of physical therapy

	university (4 yrs)	junior college (3 yrs)	technical college (3 yrs, 4 yrs)	total
1986	0	12	33	45
1996	9	14	66	89
2007	67	2	149	218

Data collection

To research the problem, we examined what and how seven senior students learned while undertaking their clinical practices in hospitals. In the physical therapist curriculum, as shown in Table 2, clinical practice changes each time the student begins a new school year. The clinical practice amounts to over 820 hours of the 2,800~3,000 course hours total. The subject of this study is the clinical practice for seniors, but clinical practice is repeatedly implemented every school year. Borrowing Beach's terms, it is not only the boundary zone of *lateral transition*, but also that of a *collateral transition* between school and work (Figure 3).

Table 2. Physical therapist curriculum

	disciplines	clinical practice
4th year		Total clinical practice
3rd year	Therapeutic exercises, Physical therapy etc.	Evaluation training
2nd year	Kinesiology, Neurology, Orthopedic surgery etc.	Trial
1st year	Anatomy , Physiology, Psychology etc.	Observation

The main data used in this study was the video-recorded interaction of the clinical practice treatment settings (Figure 4). Through 8 weeks of clinical practice, the students, working under 1 to 2 supervisors (SVs), gave treatment to 2 to 5 patients who were at the recovery stage with low risk. We also collected interview data for the students, SVs and the patients, and also the students' learning diary. The data collection was done by one of us (Hirayama),

who acts as their teacher at university.

The data was analyzed using grounded theory approach and theorized by both of us (Matsushita and Hirayama). (See Table 3.)

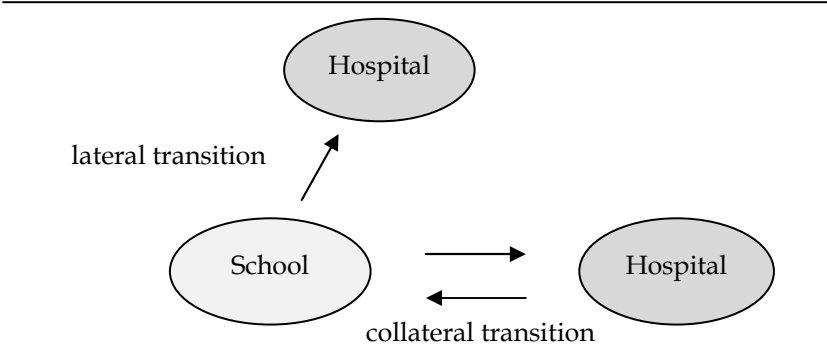


Figure 3. Clinical practice

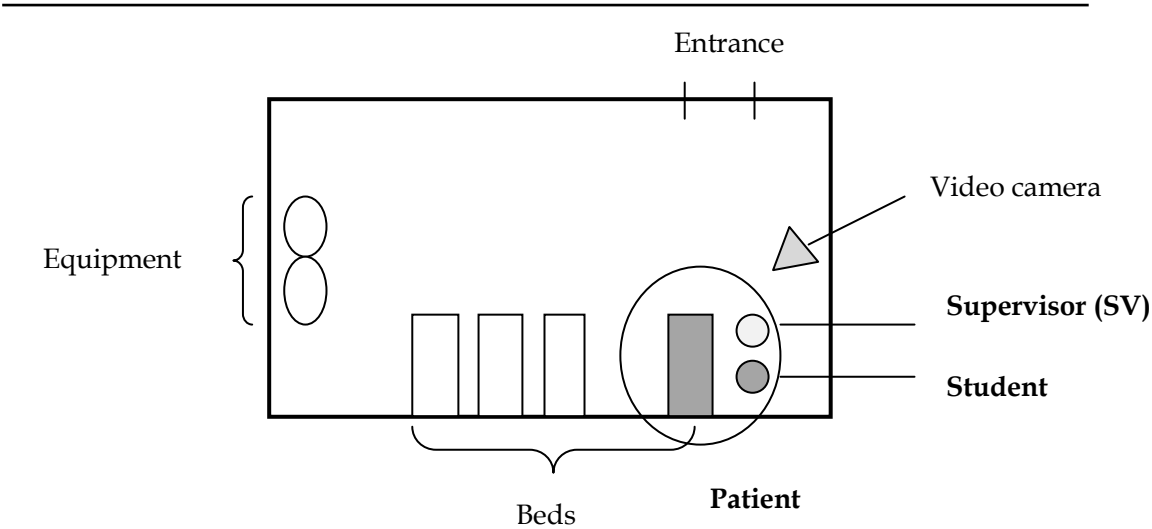


Figure 4. Rehabilitation room in Hospital M

Table 3. Participants and data collection (7 seniors, 8 weeks of clinical practice)

student (sex, age)	Hospital K	Hospital M	Hospital L	data - video - interview - learning diary - field notes
A (M, 30)				
B (M, 21)				
C (M, 20)				
D (M, 33)				
E (M, 21)				
F (F, 21)				
G (F, 22)				

Results and Discussion

We would like to describe the characteristics of student learning in the clinical practice from three perspectives: (1) expertise in physical therapy skills, (2) emergence of dual responsibility, and (3) self-construction through dual responsibility.

Expertise in Physical Therapy Skills

A student's expertise in his clinical practice can in fact be analyzed in three separate ways. However, in this paper we will focus only on his expertise in physical therapy skills in this presentation.

We observed that the students developed their expertise in physical therapy through the following three stages:

Stage 1: Disregarding the patient's condition and applying the skills that the student learned at school in a stereotyped way

Stage 2: Beginning to focus on the patient, but still giving treatment only to the injured part

Stage 3: Responding to the patient as a whole and giving him treatment interactively

Transcript 1. Stage 1: The "model" skills acquired at school (July 20, 2006)

Situation: instructing a method of leg muscle strength training. Student instructed to disregard the actual physical capabilities of the patient, and to act in accordance with the text book instructions.

Student D: Well, I began in the way I was thinking to,
but it was difficult to apply
force, so I tried to press a little more lightly.

Because it's easiest to work out at a 60
degree angle, I pressed a little harder.

And then little by little I tried to guide the patient in external rotation. Was it too deformed? (looking at the SV)



The transcripts 1, 2, and 3 show each of these stages, respectively. Transcript 1 shows the student disregarding the patient and trying to conduct the treatment according to textbook instructions. Transcript 2 shows that the student can give proper treatment to the injured knee, but he replies carelessly

to the patient's complaint about pain at night. And in Transcript 3, the student is able to grasp the patient's psychological tension coming from his injured body, and is able to give him treatment interactively through words, expressions and eye contact.

Transcript 2. Stage 2: Skills only directed to the injured part (Sep 21, 2006)

After applying the Range of Motion Exercise, the treatment continues indifferent to the patient, who complains about the pain she feels at night.

Patient 8: At night, as the time passes by, the pain comes back.

Student F: And you couldn't sleep because of the pain?

(without eye contact)

Patient 8: I had to take sleeping pills.

Student F: Oh, really. (plainly, not caring much) [.....]

Student F: Lie down on your stomach, please.

(moving on to the next treatment)



Transcript 3. Stage 3: Skills focused on patient-oriented interactive relations (July 18, 2006)

As the student tries to begin treatment, he realizes that the patient is tensing his leg, so the student tells the patient to relax and the patient begins to do so.

Student B: Okay, I am going to lift your leg a little. (bending the patient's knee)

Patient 3: Yes.

Student B: (supporting the leg, laughing)

Okay, try and relax. (keeping an eye on the patient)

Patient 3: (laughing, relaxing the lower limb)

Student B: You can straighten your leg now. Yes, that's right.



To move from Stage 1 to Stage 2 and finally to Stage 3, students must transform what they have learned at school into proper treatment for their actual patient.

The development from Stage 2 to Stage 3 requires especially that the student imagine the patient's living world. In many cases, as Transcript 4 shows, the patient is anxious about facing living world with his newly-impaired body. In Stage 3, as shown in Transcript 5, the student is able to provide proper treatment in line with the patient's anxiety by imagining his living world.

Being able to respond adequately to patients, each with his own unique

context of living world is one of the key elements for a successful rehabilitation treatment, and it requires a physical therapist to treat patients both individually and holistically.

Transcript 4. Patient's living world (May 11, 2006)

The patient has had a fall because of rain, and concerned about the incident, he talks about his anxiety about getting back to normal at home and at work afterwards.

Patient 2: If I think too much, I get so anxious,...

Student B: Do you mean anxious about everything in your daily life?

Patient 2: Yes.

Student B: I see...

Patient 2: Yes, about quite ordinary things. The thought comes up and I can't help thinking, "Am I going to be okay like this"?

The patient has concerns about his daily life in the near future. Considering his disability, he wonders how he is going to face his living world.

Transcript 5. Stage 3: Interaction with a patient with respect to her living world
(Oct 12, 2006)

After the patient leaves hospital, the student learns that the patient is thinking of somehow walking up and downstairs using her handrail. The student then asks whether Patient 8, who likes to visit hot springs, is feeling any anxiety about her living world.

Patient 8: I really wish this (pointing to the injured knee) would heal up very soon.

Student F: Are there any concerns you are feeling before going to visit the hot springs?

Patient 8: Huh?

Student F: Are you feeling any anxiety about going to the hot springs?

Patient 8: No.

Student F: Do you think it'll be alright?

Patient 8: My children will take me.



Emergence of Dual Responsibility

Through the above analysis, we came to identify the *emergence of dual responsibility* as the core of clinical practice learning. The term *dual responsibility*, as schematized in Figure 5, means that the physical therapist is able to respond to the patient, while the patient is trying to respond to his own living world

with his newly-impaired body. It requires the physical therapist to view the patient as a whole person and not as a person defined by his impairment, and to imagine his existence in a space and time apart from that of here and now.

Here, the term *responsibility* has not only the meaning of being legally responsible, but also refers to the person's ability to *respond* to the other who questions or calls upon him (Levinas, 1996; Butler, 2005). We should note here that reaching stage 3 of expertise in physical therapy skills is a prerequisite for a student to fulfill his responsibility as a physical therapist.

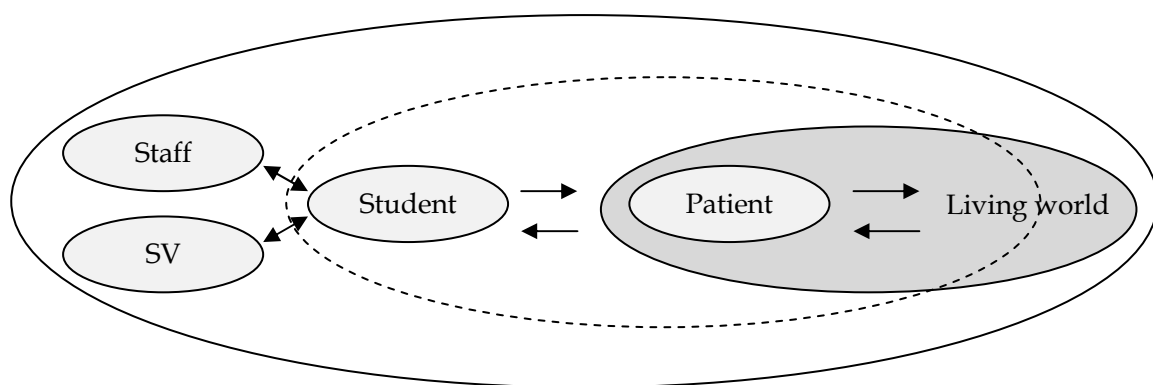


Figure 5. Emergence of dual responsibility

Self-Construction in Dual Responsibility

Having defined the concept of dual responsibility, we are now ready to consider the relationship between expertise and self-construction in clinical practice. This is because the emergence of dual responsibility is nothing less than mutual self-construction between the patient and the student. Let us explain a little further (Figure 6).

First of all, as shown in Transcript 4, the patient is trying to reconstruct the relationship to his living world with his newly-impaired body. The patient himself is the one who is trying to reconstruct the self of his own. The student responds to the patient as a physical therapist and, by doing so, the student becomes a unique person in the eyes of the patient. In short, the student's self-construction is realized mutually with the patient's self-construction.

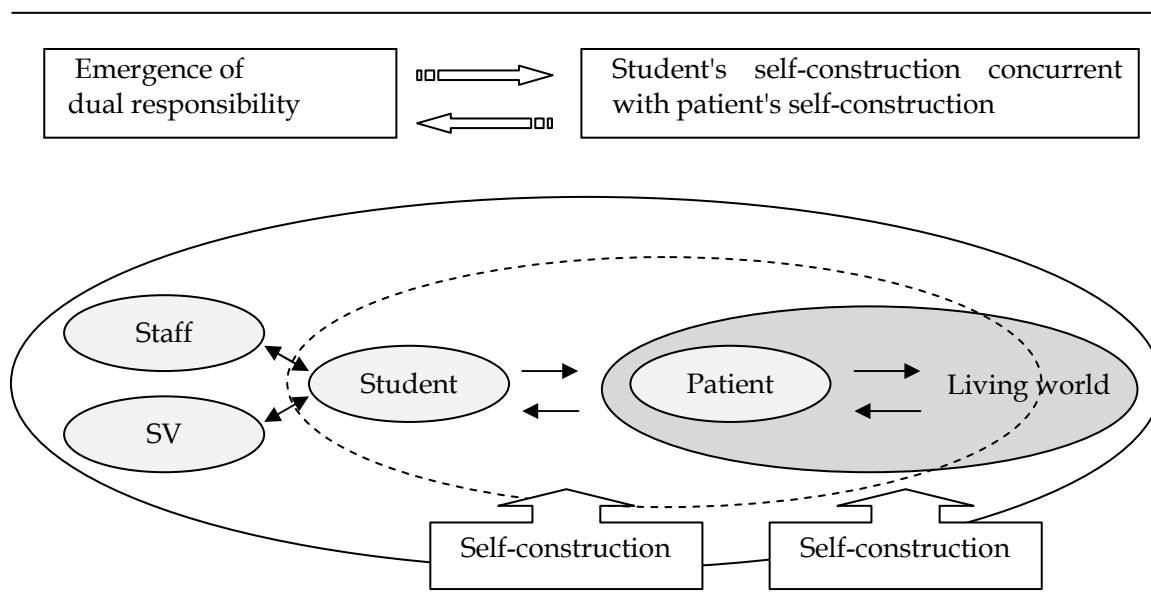


Figure 6. Self-construction in the practice of dual responsibility

Table 4 shows part of a student's essay written after he finished the practice. The phrase "I would like to become a physical therapist who is thanked by his patients" shows that the student is constructing *the self* of a physical therapist by interacting with the patient as with *the other*. The patient is trying to reconstruct his relationship with his living world using his newly-impaired body. The student as a physical therapist responds to the patient as such. Thus, the student's self-construction is realized mutually with the patient's self-construction.

Table 4. Student's essay (Student C: July 26, 2006)

"..... I would like to become a physical therapist who is thanked by his patients. I wish to be thanked, not as a conventional greeting, but in terms of real gratitude. In order to accomplish this goal, I will continue to study diligently, acquire skills, and work hard at my new practice. And by doing so, I would like to return my gratitude to the patients who worked with me during this period."

How does this framework differ from that of the previous research?

Lave & Wenger (1991) explained that expertise and identity formation are connected directly by the concept of *identity of mastery*. That is to say, that expertise inevitably involves identity formation. Also, as mentioned above,

Beach (2003) suggests that understanding how identity-making is ontogenetically linked with the changes in knowledge during consequential transitions is the challenge left to be explored.

In our own observations of student clinical practice, however, we found expertise and self-construction are connected through the medium of the emergence of dual responsibility.

There are two reasons why we have chosen to use the term *self-construction* instead of the term *identity formation*. Firstly, we wanted to stress that the student's self and the patient's self are in a mutually constructive relationship with each other. And secondly, we tried to capture the concept of *self* not only as identity or role (the physical therapist's identity, the physically-challenged person's identity), but as a singular, whole person who possesses a body. The emergence of the dual responsibility is an indivisible process in self-construction of the patient and the student.

Conclusion

In this presentation, we have clarified the following points:

- In their clinical practice, students have developed expertise in physical therapy through three stages.
- The core of clinical practice learning lies in the emergence of dual responsibility.
- In dual responsibility, the student's self-construction as a physical therapist is realized mutually with the patient's self-construction.

Finally, we would like to clarify the significance of the student's clinical practice as a boundary zone in school-to-work transition.

The clinical practice is a boundary zone of vertical transition *from* school to work (lateral transition), as well as a boundary zone of horizontal transition *between* school and work (collateral transition), because it is repeated in various ways during the 4 years students spend in college. (Our study focused on senior's clinical practice, so lateral transition of the boundary zone is emphasized.)

Clinical practice as a boundary zone has its own characteristics quite distinct from those of school learning and work.

We should first stress that dual responsibility does not emerge at school. Recently, school education in medical fields uses extensive simulations of

treatment situations (e.g. OSCE: Objective Structured Clinical Examination). Yet, however elaborate simulation techniques may be, dual responsibility can never emerge at school simply by dealing with a simulated patient provided with a fragment of patient information. It can only be formed with an actual patient, who has an individually diverse living world, and who is trying to reconstruct a new relationship with it.

And how then does clinical practice differ from work? Our group (Takagi, Matsushita & Shoy, 2005) has explained previously that in a boundary zone between two communities, as the constraints from both communities are relaxed, the learner is able to explore various possibilities of learning. As a result, learning in the boundary zone functions as a *creative mediation*. In fact, in this study, the students of clinical practice in physical therapy experience the diversity of rehabilitation treatment through their collateral transition in various hospitals and with various supervisors, and are given an opportunity to explore their models. This exploration may be difficult to perform once they start working in a real workplace, and can be explained as a unique characteristic of clinical practice.

This study focused on the field of physical therapy, but the concept of dual responsibility may be a common characteristic in other professions which involve interacting with another person who is undergoing change (e.g. school teaching). We hope that the concept of dual responsibility might be of helpful reference to many fields of professional education.

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The Poetics of Self-Narrative: Episode Analysis of the ‘Experiencing’ (переживание) of a Singularity through Inter-Community Transitions

Yoshinobu Shoy
Hokkaido University of Education

“The poet’s function is to describe, not the thing that has happened, but a kind of thing that might happen, i.e., what is possible as being probable or necessary...” (Aristotle, Poetics II.9)

Problem and Purpose

Theoretical Hypothesis

Learning may be viewed as a process by which a self-narrative of the singularity is cognitively and emotionally constructed through school-to-work transitions. Without this emotional re/de-construction of a singularity’s self-narrative, learning would be meaningless. In the context of educational research, one of the ultimate goals of studying the theories behind legitimate peripheral participation (Lave & Wenger, 1991) or expansive learning (Engeström, 1987/1990) in some emergent activity systems is the enrichment of the individual’s *unique self-narrative of the singularity* through school-to-work transitions. Learning should be viewed as a continuous re/de-construction of a singularity’s self-narrative in these contexts.

Review and Generative Proposal

Traditional theories on the framework of learning, such as those of cognitive functionalism and cultural adaptationism, tend to underestimate the fundamental question regarding the poetics of narrative re/de-construction of the self in the real world. In a departure from these perspectives, our generative proposal as follows: The process of learning by which a self-narrative of the singularity is constructed requires imaginative boundary crossing between school and work. Rather than being a one-way process of simulative small steps toward adaptive expertise, it is a two-way stroll in the zone of creative mediation (see Figure 1).

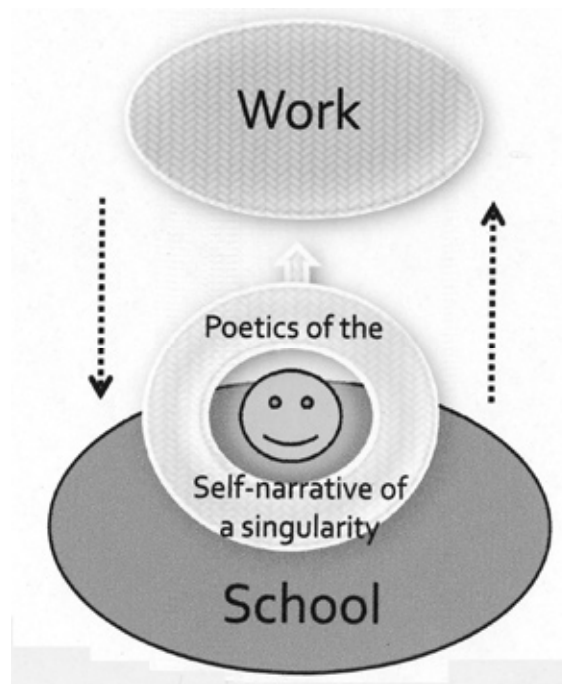


Figure 1: Visual representation of the two-way stroll
in the zone of creative mediation

Purpose and method

To study this walk-around process of a singularity in the school-to-work transition, we applied the following theoretical frameworks: the concept of narrative construction of self (Bruner, 1986), narrative learning (Hakkarainen, 1999), the psychology of 'experiencing' (Vasiliuk, 1991), and the semiotic poetics of self-narrative as a dynamic sense-emergent system in the context of Bachelard, G. (1987), Bakhtin, M. M. (1984), Gadamer, H. G. (1998), Kristeva, J. (1974), Lüthi, M. (1975) and Vygotsky's theory of emotion in view of a general theory of supportive activities for human development (Vygotsky, 1971/ 1987/ 1991/ 1999a-b), Jantzen, 2002 and Shoy, in press).

In this research, the concept of poetics will be used as a critical moment of dramatic change in the singularity's dynamic sense-making system in some narrative environments.

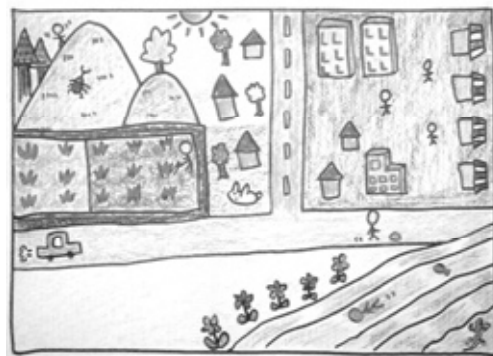
The purpose of this research is to elucidate the (educationally) significant moment of supportive activities for human development by analyzing educational episode data to focus on the singularity's poetics of the self-narrative in classroom learning in view of the 'experiencing' (переживание) of a singularity through school-to-work transitions. We

therefore apply a method involving clinical and interventional research of school learning and analyze text/symbolic data in the context of dialogical qualitative research.

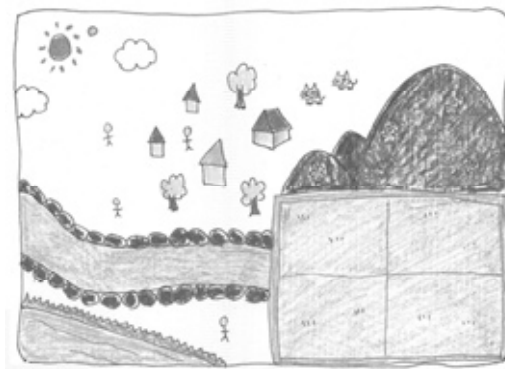
Clinical and Interventional Research Data

Singularity A, aged 19 (female), was a student of a special-needs high school in Japan. To give a brief life history, the subject had experienced school refusal from ages 9 to 15, and was able to attend this high school with special mental support. She experienced severe anxiety regarding unexpected events, and had a psychological tendency of over-adaptation to environments, that is, over-performance as a 'good girl' from the point of view of parents/teachers. Consequently, she had a negative sense of self and low self-esteem.

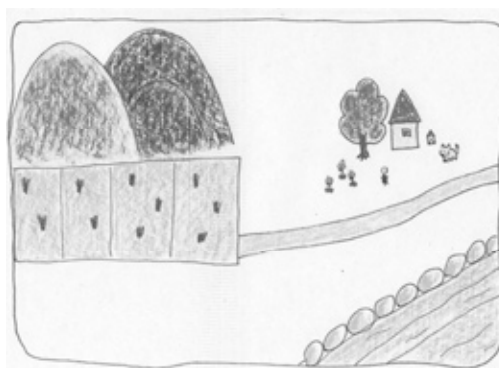
The term of this clinical and interventional research was from 18/5/200X to 12/11/200X. The curriculum was Guidance for Independence in a classroom-based learning environment, and the artifact was the educational application of the Landscape Montage Technique (Nakai, 1969). The practitioner was Kouhei Matsumi, a high school teacher and graduate student of Hokkaido University of Education (HUE). The research supervisor was Yoshinobu Shoy, an HUE professor. Singularity A drew the following pictures (1 - 3):



Picture 1: 18/5/200X



Picture 2: 27/8/200X



Picture 3: 12/11/200X

Dialogical Episode Data

A: I want to compare with the picture I drew before...

T: All right... Let's see...

A: I feel... I think, I was doing well when I drew that picture...

T: (Mutual silence) Do you think so...?

A: Now...I might make it my mind-work in retirement living in the countryside...

T: It might be a special residence for you...

A: May I change the order of this timeline?

T: Sure, why not...?

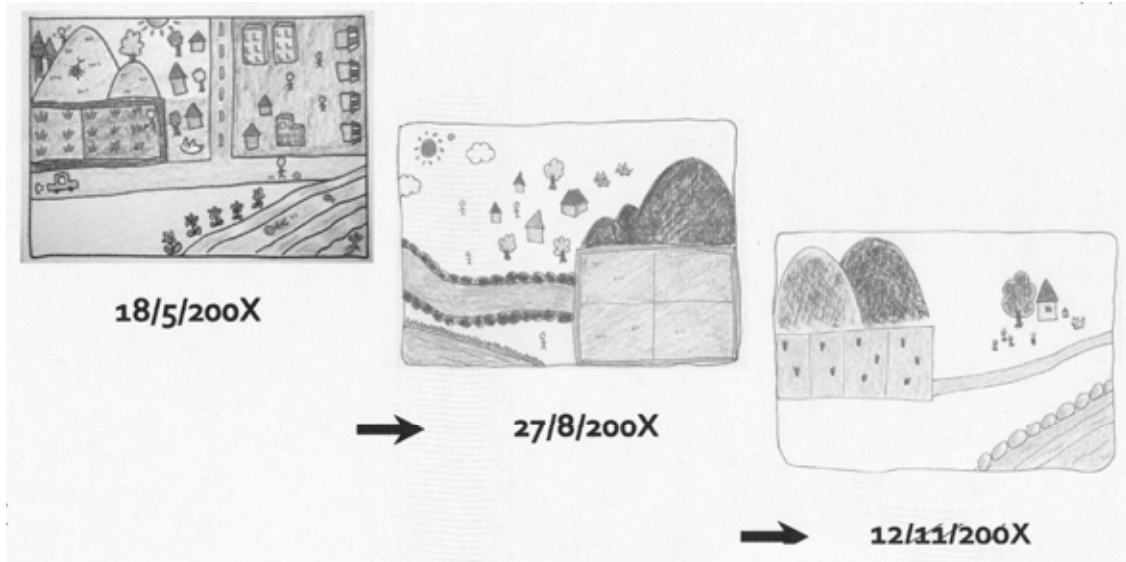
A: First... I lived in the local countryside, and then ... I lived in a small city and... then, I may be in a big city in the near future... but I can be free on the road...'cause, this is my road...

T: At last you might find it...

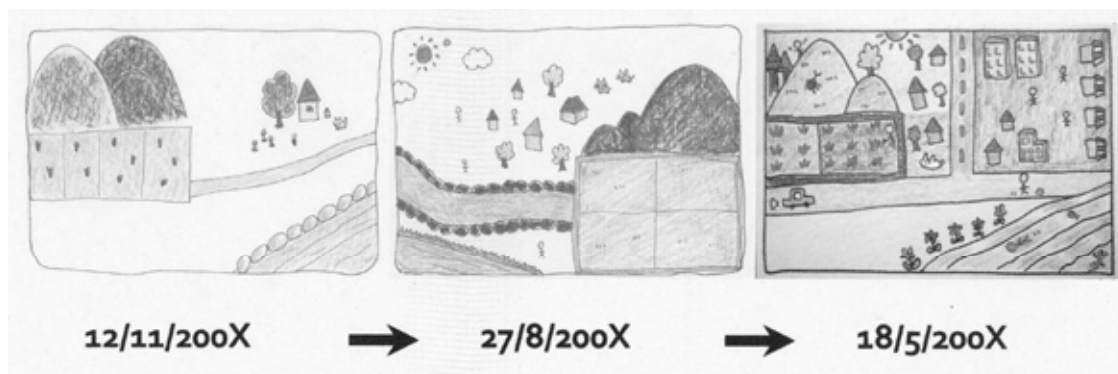
A: After taking a long rest, I think I can open a way through time... and explore my avenue.

(Underlined are the important supportive moments of her self-narrative)

The order of the objective timeline was as follows:



The order of the subjective timeline was as follows:



Results and Discussion

Data Analysis

Subject A began contact-inquiry for school-to-work transition in her own life-image, and eventually took a position in practical care work at a local hospital at the age of 22. In fact, A changed/invented her own socio-cultural life history, and her teacher (the practitioner) also changed/invented his own socio-cultural life history. This type of narrative environment offered

collaborative invention of their own lives, including that of the research supervisor.

This process includes the collapse and re/de-construction of a unique self-narrative through imaginary transitions in a narrative environment (Hakkarainen & Bredikyte, 2004). It also induces a qualitative turning point in the dynamic sense-making system of the self, by which a sort of emotional and dramatic 'experiencing' (переживание) is brought about.

It is also a process by which the singularity renders the borders between school (the learning community) and work (the practice community) unnecessary, thereby changing them and creating new imaginative communities where students can find a more meaningful sense of self. At this turning point - a zone of creative mediation - singularity A was dually-mediated by the social emotion that emerges through contact-inquiry between the self and its environment, and the imaginative emotion that emerges through contact-inquiry between the self and the internalized self (see Figure 2).

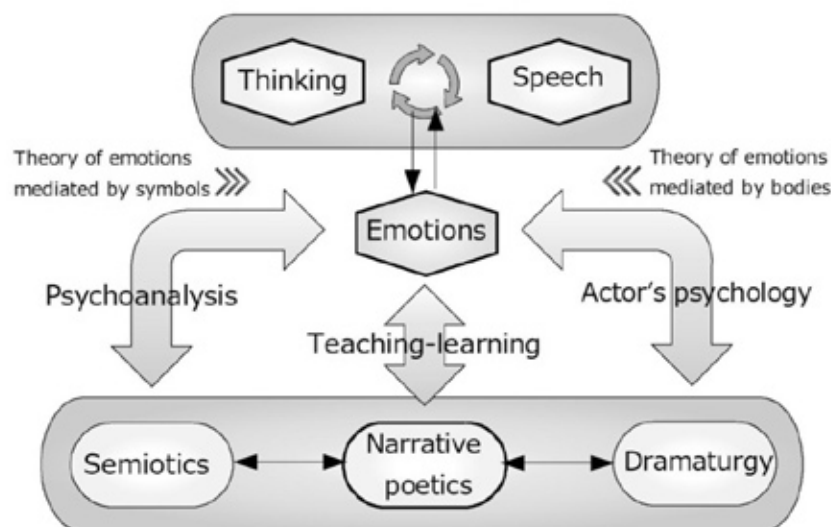


Figure 2: Schema of Vygotsky's theory of emotions (Shoy, in press)

Conclusion

To focus from cultural-historical, socio-cultural and sense-making perspectives, the education of this critical moment in the poetics of self-narrative must surely be one of the most urgent research issues for those who support children with learning difficulties. Many of the educational problems encountered by children with such difficulties could perhaps be

solved by adopting this new perspective of emotional and dramatic 'experiencing' (переживание) through inter-community transitions between school and work. Moreover, such a perspective might also help enrich academic approaches to important problems such as those of the sense of self in learning in the local community, learning/caring and the poetics of self-narrative, or learning/caring and the construction of the self's life image.

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Theoretical Framework of Two Field Studies

Kotaro Takagi

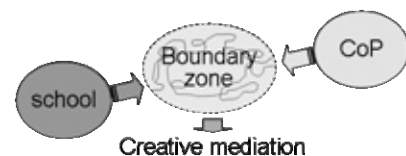
Aoyama Gakuin University

Masaaki Sugihara

Yamagata University

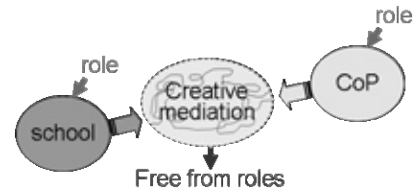
The purpose of this presentation is to explore a new model of learning within a boundary zone, focusing on a common feature of the learning process as found in two field studies presented by our colleagues, Profs. Matsushita & Hirayama, and Prof. Shoy. Our discussion will proceed as follows. First, we will briefly introduce our previous study presented at the ISCAR 2005 conference, which treated learning in a boundary zone as a process of “role taking.” In this model, learning in a boundary zone is understood as a process of socialization or adaptation, in which people acquire and accomplish specific knowledge, skills and identity shared by the members of a community of practice. We will suggest that this kind of learning model is insufficient for grasping the complex process of learning in a boundary zone because the model cannot explain the creative or emergent aspects of the process. We will propose a new model that includes the concepts of “gap” as the engine of creative and emergent process within a boundary zone.

Now, let us move on to a brief review of our previous research. In the paper presented at the ISCAR 2005 conference, we pointed out that school in post-industrial society functions as a mediator providing various opportunities for students to explore the possibilities of transition. In the boundary zone between school and another community of practice, the constraints of each community are relatively relaxed. By this “dual relaxation of constraints,” learners are empowered to explore various possibilities of learning. We called this process “creative mediation.”



To understand this process, the concept of “role” is very helpful. In sociology, the concept of “role” means the acquisition of knowledge, skills and identity for the purpose of adaptation for society. From this perspective, constraints in a community of practice can be seen in their aspect of “role.” So

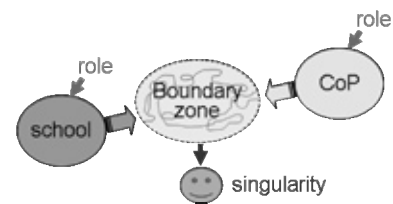
we can say that, in the process of “creative mediation,” the societal requirements of “roles” are relatively relaxed and learners become able to explore the boundary zone fairly freely. Through this free strolling in the boundary zone, learners create new possibilities for their learning and identity construction.



In the context of role theory, Habermas (1973) emphasized the necessity of “role competence,” which is a learner’s ability to conciliate conflicts between different roles. However, it is not appropriate to understand the function of “role” only as conciliation for adaptation. As Goffman (1961) pointed out, when an actor takes a certain role, he is always aware that he is acting the role. According to Bollnow, this distance between the role and the self can provide a moment of freedom from the role.

Hodges also focused on this distance in her critical comment on LPP theory. She proposed the concept of “marginality”, which states that a person’s uniqueness originates in his personal history and is irreducible to any roles. For Hodges, identity is not a bundle of roles conciliated for adaptation, but rather a process of self- construction.

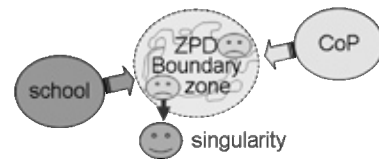
In our previous study presented at ISCAR 2005, we also proposed the concept of “singularity” in order to try to grasp the uniqueness of self-construction. We emphasized that, when dual constraints are properly relaxed, the boundary zone between a school and another community of practice becomes a good medium for a learner’s singularity. However, in our ISCAR 2005 presentation, we did not explain the possible mechanism of the emergence of singularity. How did the children and students in our previous study construct themselves as singularities by strolling in the boundary zone? For the present symposium, this is our primal theoretical concern.



As a first step to understanding the process of self-construction in a boundary zone between school and another community, we shall introduce the concept of “gap.” Gap is defined as a kind of discommunication in which a person interacts with the other, expecting a certain response, but their actual response is rather different. Hodges’ concept of “marginality” can be seen as a gap between the roles required in a community of practice and the learner’s identity. When a person crosses the border and enters into a new community of

practice, he must find a way to connect with the members of the community. There, he tries to use his knowledge, skills, and identity imported from the communities where he has been a member. However, in some cases, he may not be able to adapt his knowledge, skills and identity. We call this type of failure in interaction a “gap,” which may provide a moment for strolling in boundary zone. At first glance, this concept of “gap” is similar to Engeström’s well-known concept of “disturbance.” However, they are different in that Engeström treats “disturbance” as a negative situation to be overcome. In contrast, as we have pointed out, “gap” is a positive opportunity for the learner’s strolling, self-construction and creative mediation.

To understand the process in which “gap” generates new possibilities of social practice and the singularity of a person in the boundary zone, L. S. Vygotsky’s concept of “Zone of Proximal Development (ZPD)” is also useful. According to Vygotsky, the learner’s ZPD is generated and visualized in social interaction with another person. This means that the learner’s current status and possibilities of development are invisible to the other person before the social interaction begins. Therefore, the communicative and supportive approach to learners must be an “unjustified leap in the dark” (Kripke, 1982).



Now, utilizing these theoretical frameworks, we wish briefly to comment on two field researches presented in this session.

Firstly, Profs. Matsushita and Hirayama presented the concept of “dual responsibility.” In their case, one student tried to apply his knowledge and skills acquired in the physiotherapy school to a patient during clinical training. But the patient reacted to his treatment in unexpected way. We can find the emergence of “gap” here. For the student, the object of the treatment was not the patient as a changing whole person who now has to reconstruct his daily life and identity as a physically-challenged person. It was after the student realized the gap and experienced several unsuccessful attempts, that he was able to construct a new relationship with the patient by taking an interest in his daily life and transformation of the self. During the training process in physiotherapy, we often observe gaps in the interaction between patients’ self-transformations and students’ self-constructions. In this process, students simultaneously explore a new relationship with patients and learn better ways of treatment. We could say that for the students, this process of exploration is a kind of learning that emerges from gaps, and that this is fundamentally

different from learning as adaptive expertise.

In the second case study, Prof. Shoy introduced the concept of “poetics of self narrative” as a key analytical device. In this case, a high school student with special needs found it depressing when she saw her drawings lined up in chronological order. Looking at them, she realized the gap between the story told by the drawings and her current feelings. Then, she spontaneously rearranged the drawings and found a more suitable story for herself. She generated a new life story by encountering the gap accidentally, and then rearranging the representations poetically. This process can also be seen as learning emerging from “gap”, which is quite different from learning as adaptive expertise. Furthermore, in case it was very important that the teacher did not impose stereotypical life images on the student. Instead, she allowed the student to rearrange the drawings freely and to retell her life story.

Now let me summarize our presentation. We explored a new model of learning within a boundary zone, firstly, introducing our previous study presented at the ISCAR 2005 conference, which treated learning in a boundary zone as a process of “role taking.” The problem of this approach was that the concept of “role taking” could not explain the creative or emergent aspects of the process. To obtain a more comprehensive understanding of the learning process within a boundary zone, we proposed a concept of “gap” that functions as the engine of creative and emergent process within the zone. This concept is still being developed and requires further elaboration. However, we do believe that, by using this concept, we can clarify various possibilities and problems of learning in the post-industrial school.

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資料 (Presentation Slides)

Introduction

Community, transition and self-construction

Kayo MATSUSHITA (Chair)
Yoshinobu SHOY (Chair)

Kotaro TAKAGI
Masaaki SUGIHARA
Tomoko HIRAYAMA

Pentti HAKKARAINEN (Discussant)

Background

- Socio-historical background
 - People are required to belong to and move between diverse communities
 - synchronically (e.g., real and virtual)
 - diachronically (e.g., school to work, work to school)
 - Routes of transition in the new modernity
 - more indistinct
 - more largely organized by individual themselves (Beck, 1992)

2

Earlier Studies

- Our question
 - What are learning and self-construction in such a society? And what should they be?
- Earlier studies
 - Wenger (1998): *Communities of Practice*
 - identity formation in learning
 - =life trajectories of multiple participation in diverse communities of practice

3

Purpose

- Our viewpoints
 - not to reduce identity to a nexus of multiple roles
 - but to take into consideration the singularity*
 - *irreducibility and irreplaceability of each individual human being
- Purpose of this symposium
 - to address the issue of learning and self-construction that takes place through transition
 - focusing on singularity as well as sociality

4

Schedule

- Presentations
 - Matsushita & Hirayama
 - Shoy
 - Sugihara & Takagi
- Commentary
 - Hakkarainen
- Discussion

5

Between school and work:

Emergence of dual responsibility
in the student's clinical practice
of physical therapy

Kayo MATSUSHITA

Center for the Promotion of Excellence in Higher Education
Kyoto University, Japan

Tomoko HIRAYAMA

Faculty of Nursing and Rehabilitation
Aino University, Japan

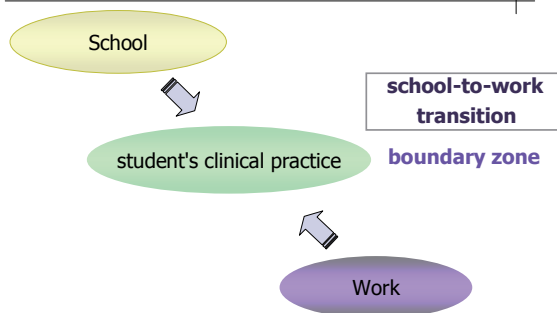
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1. Problem and Purpose

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1.1 Student's clinical practice as a boundary zone



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1.2 School-to-work transition issue

- issue of the past 20 years
- in the fields of sociology, psychology, educational research...
- serious problem for educational and labor policy in many countries

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1.3 Previous research (1)

- *Between School and Work*
(Tuomi-Gröhn & Engeström, 2003)
 - Tuomi-Gröhn (2003)
 - nursing education
 - boundary-crossing between two activity systems
 - *horizontal expertise* (Engeström et al., 1995)
 - each individual learning and transition: **invisible**

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1.3 Previous research (2)

- Beach (2003)
 - **consequential transition**
 - transition = mutual transformation between an individual and social organizations or activities
 - + change of an individual's sense of self or social position
 - Challenge for the future
 - "how identity-making...is ontogenetically linked with the propagation of knowledge during consequential transitions" (p. 56)

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1.4 Purpose of this study

- Purpose
 - to examine the characteristics of student learning in clinical practice in terms of **expertise** in knowledge and skill and self-construction
 - to grasp the significance of student's clinical practice as a **boundary zone** in school-to-work transition

Note:

- not to turn back to the conventional concept of vertical expertise, but
- to show how vertical expertise and horizontal expertise are connected through a new concept of **dual responsibility**

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2. Method

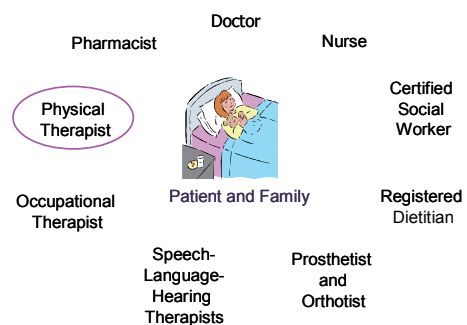
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2.1 Practice of physical therapist (1)

- Many studies of boundary-crossing and expertise
 - the practice of doctors / nurses
 - Engeström et al. (1995), Tuomi-Gröhn (2003)
 - Lesgold et al. (1988), Benner (2001), Dreyfus & Dreyfus (1986)
- Few studies
 - the practice of physical therapists

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- Team collaboration in medical care



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2.1 Practice of physical therapist (2)

- Characteristics of the practice of PT
 - rather independent work, physicality
 - **rehabilitation treatment**
 - help each patient to recover ordinary human life (re-habilis)
 - treat a patient individually and wholly

⇒ **model for postmodern therapy** (Tada, 2006)

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2.2 Change in social organizations of physical therapy

- Increase in the needs for rehabilitation treatment
- Increase in the number of schools

	university (4 yrs)	junior college (3 yrs)	technical college (3 yrs, 4 yrs)	total
1986	0	12	33	45
1996	9	14	66	89
2007	67	2	149	218



Professionalism and education of PT is being questioned

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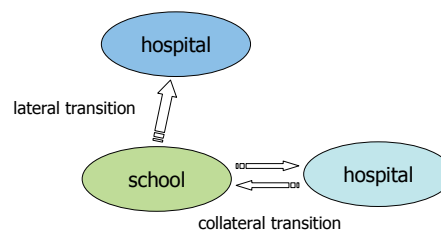
2.3 Physical therapist curriculum

	disciplines	clinical practice
4th year		Total clinical practice
3rd year	Therapeutic Exercises • Physiotherapy etc.	Evaluation training
2nd year	Kinesiology • Neurology • Orthopedic Surgery etc.	Trial
1st year	Anatomy • Physiology • Psychology etc.	Observation

- Clinical practice
 - 820 hours / 2,800-3,000 total course hours

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- Clinical practice
 - as a boundary zone of lateral transition
 - as a boundary zone of collateral transition



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2.4 Participants and data collection

- 7 senior students, 8 weeks of clinical practice

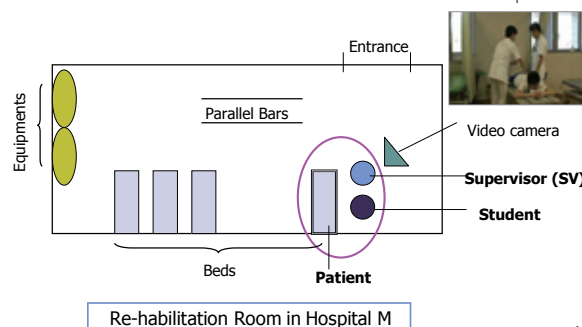
student (sex, age)	Hospital K	Hospital M	Hospital L
A (M, 30)			
B (M, 21)			
C (M, 20)			
D (M, 33)			
E (M, 21)			
F (F, 21)			
G (F, 22)			

data

- video
- interview
- learning diary
- fieldnotes

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- Setting



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3. Results and Discussion

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3.1 Data analysis

- Grounded theory approach
- Viewpoints
 - 1) expertise in physical therapy skills
 - 2) emergence of dual responsibility
 - 3) self-construction through dual responsibility

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3.2 Expertise in physical therapy skills

- Student's expertise
 - analyzed in three aspects
- Expertise in physical therapy skills
 - **Stage 1** Disregarding the patient's condition and applying the skills that the student learned at school in a stereotyped way
 - **Stage 2** Beginning to focus on the patient, but still giving treatment only to the injured part
 - **Stage 3** Responding to the patient as a whole and giving him treatment interactively

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Stage 1 The "model" skills acquired at school

Transcript 1 (July 20, 2006)

Situation: instructing a method of leg muscle strength training. Student instructed to disregard the actual physical capabilities of the patient, and to act in accordance with the text book instructions.

Student D: (explaining his treatment to the SV) "Well, I began in the way I was thinking to, but it was difficult to apply force, so I tried to press a little more lightly. Because it's easiest to work out at a 60 degree angle, I pressed a little harder. And then little by little I tried to guide the patient in external rotation. Was it too deformed? (looking at the SV)



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Stage 2 Skills only directed to the injured part

Transcript 2 (Sep 21, 2006)

After applying the Range of Motion Exercise, the student continues treatment indifferent to the patient who complains about the pain she feels at night time.

Patient 8: At the night, as the time passes by, the pain comes back.

Student F: And you couldn't sleep because of the pain?

(without eye contact)

Patient 8: I had to take sleeping pills.

Student F: Oh, really. (plainly, not caring much.)

[.....]

Student F: Lie down on your stomach, please.
(moving on to the next treatment)



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Stage 3 Skills focused on patient-oriented interactive relations

Transcript 3 (July 18, 2006)

As the student tries to begin treatment, he realizes that the patient is tensing force in his leg, so that tells the patient to relax and the patient begins to do so.

Student B: Okay, I am going to lift your leg a little.

(bending the patient's knee)

Patient 3: Yes.

Student B: (supporting the leg, laughing)

Okay, try and relax. (keeping an eye on the patient)

Patient 3: (laughing, relaxing the lower limb)

Student B: You can straighten your leg now, Yes, that's right.



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• Patient's living world

Transcript 4 (May 11, 2006)

The patient has had a fall because of rain, and concerned about the incident, he talks about his anxiety about getting back to normal at home and at work afterwards.

Patient 2: If I think too much, I get so anxious, ...

Student B: Do you mean you get anxious about everything in your daily life?

Patient 2: Yes.

Student B: I see...

Patient 2: Yes, about quite ordinary things. The thought comes up and I can't help thinking "Am I going to be okay like this?"

With his disability, the patient is worried how he is going to face his living world.

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Stage 3 Interaction with a patient with respect to her living world

Transcript 5 (Oct 12, 2006)

After the patient leaves hospital, the student learns that the patient is thinking of somehow walking up and downstairs using her handrail. The student then asks whether Patient 8, who likes to visit hot springs, is feeling any anxiety about her living world.

Patient 8: I really wish this (pointing to the injured knee) would heal soon.

Student F: Are there any concern or anxieties you are feeling as you are going to visit the hot springs?

Patient 8: Huh?

Student F: Are you feeling any anxieties when going to the hot springs?

Patient 8: No.

Student F: You think you have no trouble going?

Patient 8: My children will take me.

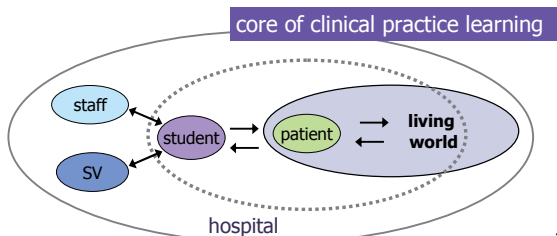


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3.3 Emergence of dual responsibility

- Dual responsibility

= Physical therapist (student) is able to respond to the patient who is trying to respond to his own living world with his new disabled body



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- It requires ...

- to view the patient as a whole person
- to imagine his existence in a space and time apart from that of here and now

- Responsibility here means...

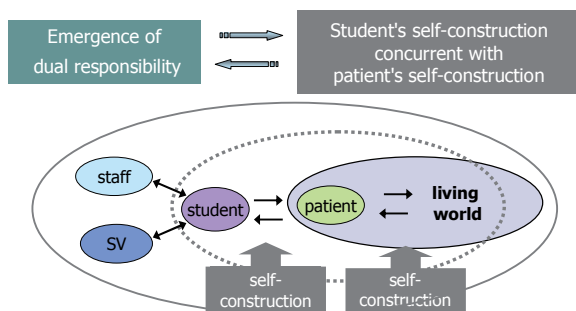
- person's ability of responding to *the other* who questions or calls upon him (Lévinas, 1996; Butler, 2005)

- Prerequisite

- reaching Stage 3 of expertise in physical therapy skills

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3.4 Self-construction in the dual responsibility



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Student's essay (Student C: July 26, 2006)

"..... I would like to become a physical therapist who is thanked by his patients. I wish to be thanked, not as a conventional greeting, but in terms of real gratitude. In order to accomplish this goal, I will continue to study diligently, acquire skills, and work hard at my new practice. And by doing so, I would like to return the gratitude of the patients who worked with me during this period."

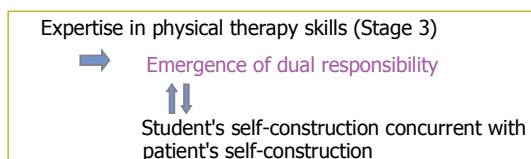
The patient is trying to reconstruct the relationship to the living world with his new (disabled) body. The student as a physical therapist responds to the patient as such. Thus, **the student's self-construction is realized mutually with the patient's self-construction.**

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- Difference from previous research

- Lave & Wenger (1991)
 - the expertise and identity formation is connected directly by the concept of *identity of mastery*

- Our study



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4. Conclusion

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4.1 Our points

- In their clinical practice, students have developed expertise in physical therapy skills through three stages.
- The core of clinical practice learning lies in the emergence of dual responsibility.
- In dual responsibility, the student's self-construction as a physical therapist is realized mutually with the patient's self-construction.

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4.2 Significance of clinical practice as a boundary zone

- Its own characteristic distinct from school learning and work
- Distinction from school learning
 - Simulations of treatment situations is extensively and elaboratively used (e.g., OSCE: Objective Structured Clinical Examination)
 - But dual responsibility can emerge
 - only with an actual patient who is trying to reconstruct a new relationship with his own living world

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• Distinction from work

- The constraints from both communities (school and hospital) are relaxed in the boundary zone.
- Students can experience the diversity of rehabilitation treatment, through their collateral transition in various hospitals and supervisors.

= **creative mediation** (Takagi et al., 2005)

• Suggestions to different fields of professional education

- Dual responsibility may be a common characteristic in the professions interacting with another person who is undergoing change (e.g., school teacher).

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Thank you !

Kayo MATSUSHITA
kmatsu@hedu.mbox.media.kyoto-u.ac.jp

Tomoko HIRAYAMA
atom212@canvas.ne.jp

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The Poetics of Self-narrative:

Episode analysis of the 'experiencing' (переживание) of a singularity through inter-community transitions

Yoshinobu Shoy

Ph.D.

Professor, Hokkaido University of Education

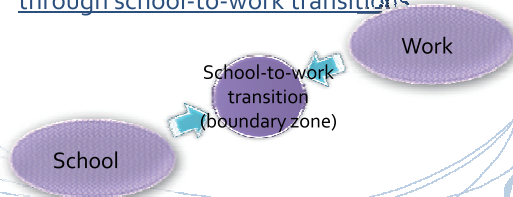
E-mail: Yoshi-onneamatkalle@prof.so-net.ne.jp

"The poet's function is to describe, not the thing that has happened, but a kind of thing that might happen, i.e., what is possible as being probable or necessary..." (Aristotle, Poetics II.9)

1. PROBLEM AND PURPOSE

1.1 Theoretical hypothesis

- Learning may be viewed as a process by which a self-narrative of the singularity is cognitively and emotionally constructed through school-to-work transitions



i.e.

Without this emotional re/de-construction of a singularity's self-narrative, human learning would be meaningless...



1.2 Theoretical hypothesis

In the context of educational research, one of the ultimate goals of studying the theories behind legitimate peripheral participation (LPP) *or expansive learning (EL)** in some emergent activity systems is the enrichment of the individual's unique self-narrative of the singularity through school-to-work transitions.

*Engeström, Y. (1987/1990)

**Lave, J. & Wenger, E. (1991)

i.e.

Human learning should be viewed as a continuous re/de-construction of a singularity's self-narrative in the context of LPP/EL etc.



1.3 Review of previous research

- *Different perspectives:*



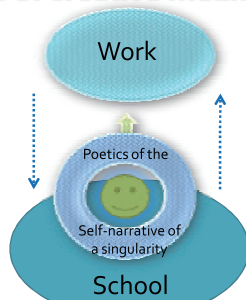
Traditional theories on the framework of learning, such as those of cognitive functionalism and cultural adaptationism, tend to underestimate the fundamental question regarding the poetics of narrative re/de-construction of the self in the real world.

1.4 Generative proposal

The process of learning by which a self-narrative of the singularity is constructed requires imaginative boundary crossing between school and work.

Rather than being a one-way process of simulative small steps toward adaptive expertise, it is a two-way stroll in the zone of creative mediation.

1.5 Image of the two-way stroll in the zone of creative mediation.



1.6 Review of previous research

To study this *walk-around process* of a singularity in the school-to-work transition, we applied the following theoretical frameworks:

- Narrative construction of the self*
- Narrative learning & 'experiencing' **
- Poetics of a self-narrative***
- In the context of Vygotsky's theory of emotion**** as a general theory of supportive activities for human development (Shoy, 2008, in press).

1.7 Background theory

- * Bruner, J. S. (1986)
- ** See Hakkarainen, P. (1999), Hakkarainen, P. and Bredikyte, M. (2004), Vasiliuk, F. Y. (1991), and Veresov, N. N. (1999)
- *** See Aristotle (1961), Bachelard, G. (1987), Bakhtin, M. M. (1984), Gadamer, H. G. (1998), Kristeva, J. (1974), Jakobson, R. and Lüthi, M. (1975/2004).
- In this research, the concept of *poetics* will be used as a critical moment of dramatic change in the singularity's dynamic sense-making system in some narrative environments.
- **** Jantzen, W. (2002), Vygotsky, L. S. (1971/1987/1991/1999a-b), Shoy, Y (2008, in press)

1.8 Purpose of this research

To elucidate *the (educationally) significant moment of supportive activities* for human development by analyzing *educational episode data* to focus on the *singularity's poetics of the self-narrative* in classroom learning in view of the 'experiencing' (*непечивание*) of a singularity through school-to-work transitions.

Learning/caring and construction of the self's life image

2. METHOD

EPISODE ANALYSIS

2.1.1 Clinical & interventional research data

- Singularity: A, aged 19 (female), a student of a special-needs high school in Japan.
- Brief life history: The subject had experienced school refusal from 9-15, and was able to attend this high school with special mental support.
- Severe anxiety regarding unexpected events
- Over-adaptation to environments
- Over-performance as a "good girl"
- Negative sense of self (low self-esteem)

2.1.2 Clinical & interventional research data

- Term of CIR: 18/5/200X – 12/11/200X
- Curriculum: Guidance for Independence
- Environment: Classroom learning
- Artifact: Educational application of the Landscape Montage Technique*
- Practitioner: High school teacher and graduate student aged 40
- Supervisor: Yoshinobu Shoy (HUE)

*Nakai, H. (1969).

2.2 A: aged 19 (female) 18/5/200X



2.3 A: aged 19 (female) 27/8/200X



2.4 A: aged 19 (female) 12/11/200X



2.5 Case: A Order of the objective timeline



2.6 Discourse

- A: I want to compare with the picture I drew before...
- T: All right... Let's see...
- A: I feel... I think, I was doing well when I drew that picture...
- T: (Mutual silence) Do you think so...?
- A: Now...I might make it my mind-work in retirement living in the countryside...
- T: It might be a special residence for you...

2.7 Discourse

- A: May I change the order of this timeline?
- T: Sure, why not...?
- A: First... I lived in the local countryside, and then ... I lived in a small city and... then, I may be in a big city in the near future... but I can be free on the road...'cause, this is my road...
- T: At last you might find it...
- A: After taking a long rest, I think I can open a way through time... and explore my avenue.

2.8 Case: A Order of the subjective timeline



3. RESULTS AND DISCUSSION

3.1 Data analysis

- Subject A began contact-inquiry for school-to-work transition in her own life-image.
- She eventually took a position in practical care work at a local hospital at the age of 22.
- In fact, A changed/invented her own socio-cultural life history.
- The teacher also changed/invented his own socio-cultural life history, as did the research supervisor.
- This type of narrative environment offered collaborative invention of their own lives.

3.2 Data analysis

- The process includes the collapse and re/de-construction of a unique self-narrative through imaginary transitions in a narrative environment*.
- It also induces a qualitative turning point in the dynamic sense-making system of the self involving a type of emotional and dramatic 'experiencing' (переживание)*.
- The important supportive moments of her self-narrative are shown in blue.

* Hakkarainen, P. and Bredikyte, M. (2004).

3.3 Data analysis

This was also a process by which the singularity renders the borders between school (CoL) and work (CoP) unnecessary, thereby changing them and creating new *imaginative communities* where students can find a more meaningful sense of self.

3.4 Data analysis

At this turning point – a zone of creative mediation – A was dually-mediated by the social emotion that emerges through contact-inquiry between the self and its environment, and the imaginative emotion that emerges through contact-inquiry between the self and the internalized self → (inner speech).

3.5 Conclusion

- To focus from cultural-historical, socio-cultural and sense-making perspectives, the education of this critical moment in the poetics of self-narrative must surely be one of the most urgent research issues for those trying to support children with learning difficulties.

3.6 Conclusion

- Many of the educational problems encountered by children with learning difficulties could perhaps be solved by adopting this new perspective of emotional and dramatic experiencing (переживание) through inter-community transitions between school and work.

3.7 Additional points

- Moreover, such a perspective might also help enrich academic approaches to important problems such as those of the *sense of self in learning* in the local community, learning/caring and the *poetics of self-narrative*, or learning/caring and the *construction of the self's life image*.

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Fig 1. Schema of Vygotsky's Theory of Emotions



(Yoshinobu Shoy, in press)

Theoretical framework of two field studies

Kotaro Takagi
Aoyama Gakuin University, Japan
tkg@si.aoyama.ac.jp

Masaaki Sugihara
Yamagata University, Japan
sugihara@kdw.kj.yamagata-u.ac.jp

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Purpose of this presentation

- To explore a new model of learning within a boundary zone.
- focusing on a common feature of the learning process as found in two field studies presented by our colleagues, Profs. Matsushita & Hirayama, and Prof. Shoy.

Contents

1. Review of our previous research
2. Our new proposal
3. Theoretical meanings of two case studies
4. Coda

Review of our previous research (1) (ISCAR 2005 Conference)

School in the post-industrial society
a unique mediation: exploring the possibilities of transition

In the boundary zone between school and another community of practice

“Dual relaxation of constraints”

→ to explore various possibilities of learning

→ “Creative mediation”

(Takagi et al., 2005)



Review of our previous research (2) (ISCAR 2005 Conference)

“Role”:

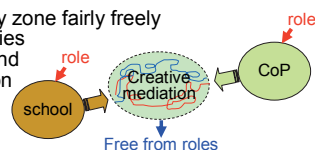
the acquisition of knowledge, skills and identity for the purpose of adaptation for society.

• Constraints in a community of practice: the aspect of “role”

→ In the process of “creative mediation”

- the societal requirements of “roles” are relatively relaxed
- learners

explore the boundary zone fairly freely
create new possibilities
for their learning and
identity construction



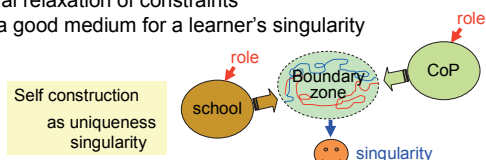
Review of our previous research (3) (ISCAR 2005 Conference)

- Role competence (Habermas, 1973)
ability to conciliate conflicts between different roles
 - Role distance (Goffman, 1961)
aware acting a certain role while taking the role
 - Distance between the role and the self
→ a moment of freedom from the role
(Bollnow, 1966).
- cf. “Marginality” (Hodges, 1998)
a person’s uniqueness originates in his personal history and is irreducible to any roles

Review of our previous research (4) (ISCAR 2005 Conference)

“Singularity” (Takagi et al., 2005)
the uniqueness of self-construction

- the boundary zone between a school and another community of practice
- dual relaxation of constraints
→ a good medium for a learner’s singularity



Our new proposal (1)

“Gap”

- On boundary crossing, a person
 - find a way to connect with the members of the community
 - try to use his knowledge, skills and identity from the communities where he has been a member
 - not be able to adapt his knowledge, skills and identity

→ “gap”

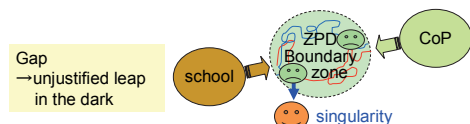
a moment for strolling in boundary zone
a positive opportunity
for the learner’s strolling,
self-construction and creative mediation

≠ Disturbance
(Engeström, 1987)

Our new proposal (2)

“Zone of Proximal Development (ZPD)”

- is generated and visualized in social interaction with another person.
- the learner’s current status and possibilities of development invisible to the other person before the social interaction begins.
- “unjustified leap in the dark” (Kripke, 1982)



Theoretical meanings of two case studies (1)

1. “Dual responsibility” (Matsushita and Hirayama)

- student: apply his knowledge and skills
- patient: react to his treatment in unexpected way → “gap”

↑ a changing whole person who now has to reconstruct his daily life and identity as a physically-challenged person

• After the “gap”

→ construct a new relationship with the patient by taking an interest in his daily life and transformation of the self

→ different from learning as adaptive expertise

Theoretical meanings of two case studies (2)

2. “Poetics of self narrative” (Shoy)

- the story told by her drawings lined up in chronological order
- her current feelings → “gap”
- She
 - rearranged the drawings, found a more suitable story
 - generated a new life story by encountering the gap accidentally and then rearranging the representations poetically
 - different from learning as adaptive expertise
- The teacher
 - did not impose stereotypical life images on the student
 - allowed the student to rearrangement of the drawings freely and to retell her life story

Coda

1. Our previous study

learning in a boundary zone: a process of “role taking”
“role taking”: could not explain the creative or emergent aspects of the process

2. Our new proposal

a concept of “gap” that functions as the engine of creative and emergent process within a boundary zone

3. Theoretical meanings of two case studies

different model from learning as adaptive expertise
→ various possibilities and problems of learning in the post-industrial school

Thank you.

Kotaro Takagi
Aoyama Gakuin University, Japan
tkg@si.aoyama.ac.jp

Masaaki Sugihara
Yamagata University, Japan
sugihara@kdw.kj.yamagata-u.ac.jp

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研究組織

研究代表者

松下 佳代 (京都大学・高等教育研究開発推進センター・教授)

研究分担者

高木 光太郎 (青山学院大学・社会情報学部・教授)
庄井 良信 (北海道教育大学・教育学研究科・教授)
杉原 真晃 (山形大学・高等教育研究企画センター・講師)
平山 朋子 (藍野大学・医療保健学部・講師)

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研究代表者 松下 佳代

〒 606-8501 京都市左京区吉田二本松町

京都大学高等教育研究開発推進センター

e-mail: kmatsu@hedu.mbox.media.kyoto-u.ac.jp
